

Inquiry Student Reflection

What new knowledge do I have?

New Learning: What facts have we learned about our topic?

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What wonderings do I still have?

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What new words have I learned about this topic?

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How did I show my learning?

When could I use this learning?

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What did I do to show what I learned?

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How could this learning make a difference to me or others?

What have I learned to do?

What tools did I use?

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What thinking skills did I use?

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What processes did I use?

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What is my emotional connection to this learning?

How do I feel about this learning?

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What did I enjoy most?

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What was challenging for me?

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Hermann Brain Dominance Model - Explanation

During the planning of our inquiry units, we make use of the Hermann Brain Dominance Model. This model identifies four different modes of thinking. It uses different colours to symbolise these modes.

The blue section represents analytical thinking. This includes collecting data, understanding how things work and logical reasoning.

The green section represents organisational thinking. This includes following directions, step by step problem solving and detail oriented work.

The red section represents interpersonal thinking. This includes group interaction, looking for personal meaning and emotional connections to learning.

The yellow section represents imaginative thinking. This includes longer term thinking, thinking and representing visually and creative problem solving.

All of us have natural preferences as to which thinking mode we use. There are, however, real advantages in being able to think about things from all modes. We use this planning model to ensure that students will have learning experiences that support the modes where they are strong, but also challenge them to develop other modes of thinking.

This reflection sheet will allow us to match what we planned to teach with what students report learning. It will also allow parents to track the learning their children are doing, and give parents the opportunity to see growth in different thinking modes.

Teacher Inquiry Reflection

<p>New Learning What facts have the students learned about the topic? <i>Butterfly life cycle, tide pools as a habitat, scientists group animals as vertebrates and invertebrates</i> What new vocabulary has been introduced? <i>Vertebrate, invertebrate, mammal, tide pool, names of sea creatures</i> What could I do to improve my teaching? <i>I found it quite difficult to get my timetable working so that we had enough time to do the learning I wanted. I would have been better off to go with the students' interest in insects, rather than persisting with the tide pool.</i> Big Idea 1 - number of students Below: B 1 G 1 M At: B 9 G 11 M 3 Above: B G 1 M Big Idea 2 - number of students Below: B 3 G 1 M 1 At: B 7 G 12 M Above: B G M Names of students of concern: Emily Walne, Stephen Macedonski, Sean Lyon Names of students excelling: Hazel Maich</p>	<p>How could this learning be used? How could students use this new learning? To classify a variety of objects, develop understanding of what scientists do, What does this have to do with their lives? Understand world around them How does this relate to the school culture? Emphasis on the environment</p>
<p>Skills What tools did the students use? KWL, Concept Map, Graphic Organisers What thinking skills did they use? Classification, Combining, What processes did they use? Sorting, STEPS model</p>	<p>Emotional Connections How do I feel about this teaching/learning? I am disappointed that the time got away from us. I ran a good immersion and the initial stages went well. What were the strengths of this inquiry? Having the swan plant in the classroom, the trip to the tide pools, integrating the topic into discovery time What was challenging? Managing learning activities with the behaviour and learning needs in the room. Finding a timetable that worked. Please include samples of student voice about this unit.</p>

	"I liked watching what the caterpillar did."
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	"The trip to the tide pool was fun."
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	"We could use this when we get to high school"
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	"The wings are flapping!"
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